

Feedback and Marking Policy

Principles of Feedback and Marking

Providing pupils with accurate and timely feedback is the foundation of effective formative assessment. We believe that the best learning does not happen in isolation. While independent and self-initiated learning is encouraged, timely and carefully considered feedback is vital to ensure pupils make progress over time.

Marking is just one way we give our pupils feedback in order to boost progress and attainment. As a school, we recognise that not all work needs to be marked in the same way and verbal feedback is sometimes more appropriate. We also acknowledge that written marking is only effective when pupils are given time to read, reflect and respond.

In essence, our approach to feedback and marking is as follows:

- The focus of feedback should be to further all children's learning.
- Feedback delivered closest to the point of action is most effective.
- We believe that providing feedback is a two-way process. It is given to both teachers and pupils as part of the assessment process and takes many forms including written comments, marking codes and verbal feedback.

If marking is to be effective and of value both to ourselves and the child, it is important that we both have a participating part to play in it; marking should be a dialogue, not a monologue. If the child is not involved from the start, the chances are that the time we spend in marking their work is wasted.

It is important that when we come to mark work or provide verbal feedback, we demonstrate consistency by focusing on the task set. Feedback should be sensitive to the abilities of the individuals and their capacity to benefit from it. It should balance the desire to improve with the need to encourage. If we have spent considerable time marking work, then the response to our feedback is where our preparations are fulfilled. The children must be given time to read our marking and be encouraged to respond to it. This response may be written or verbal, individual or a group activity, but if we ask a question, the pupils should get used to replying.

Impact

High quality feedback drives the learning process. It establishes what pupils know already, sets targets for learning, monitors progress and informs next steps for learning. All feedback given by teachers should fit into at least one of the categories below.

| | | | |
|---------------------|----------------|----------------------------|---------------|
| Date updated | November 2019 | Date ratified by Governors | December 2019 |
| Date of next review | September 2020 | Reason for review | Annual review |

| Feedback Question | Impact |
|--|--|
| What does the pupil know already? What are their targets/goals? | Establishing prior knowledge and targets/goals. |
| How is the pupil going? Are they making progress towards their targets/goals? | Tracking progress and adjusting content accordingly. |
| What does the pupil need to know next? Which activities need to be undertaken to make better progress? | Establishing next steps for further progress. |

We aim to be honest with our feedback at all times, but we acknowledge the impact that negative feedback can have on pupils. For these reason, feedback should be mostly positive with areas for improvement communicated constructively and carefully.

We believe that peer assessment and self-assessment has a directly positive impact on pupil progress. As a result, opportunities for both are provided in many curriculum areas.

Marking Scheme: Reception to Year 6 (Written Work)

Correction of errors in a child's work is obviously at the teacher's discretion, but where corrections are made, they should be appropriate to the learning task and the pupils' age and ability. Wherever appropriate these codes should be used:

Hampton Pre-Prep and Prep School Common Marking Codes

| | |
|----|--------------------|
| P | Punctuation |
| // | New Paragraph |
| . | Full Stop |
| CL | Capital Letter |
| SP | Spelling Mistake |
| VF | Verbal Feedback |
| U | Unaided Work |
| S | Some Support Given |

Teachers in the Pre-Prep apply the above codes but at an age appropriate level and this is at the teacher's discretion.

Teachers in the Prep follow more detailed mark schemes that are subject specific. These have been written by the Heads of Departments and can be found in the relevant Curriculum Documentation.

Presentation

Hampton Pre-Prep and Prep School pupils are encouraged and expected to maintain high levels of presentation in all written work. Detailed guidelines for the presentation of work across our school can be found attached to this document in the Appendix.

Appendix

Presentation Guideline for the Pre-Prep Department

Kindergarten

Presentation:

Children work on plain paper. Work is completed in a range of materials – pencil, crayons and felt tip pens. Lines will be drawn as necessary.

Reception

Presentation:

Children work in plain books and the teacher draws the lines (as appropriate for individuals). Work is always in pencil. Children occasionally use erasers.

The children date their work in Mathematics using the short date format, for example 12.12.19.

Year 1

Mathematics:

Children work in squared books or squared paper. The teacher dates work in the short date format, for example 12.12.19. Work is always in pencil. Children may use erasers according to the teacher's discretion. Titles and sentence answers are written in the usual handwriting style, not one letter per square.

English presentation:

Children use half plain and half 15mm lined books. The following date format is used, for example 3rd January 2019. Work is always in pencil and the children use erasers at the discretion of the teacher.

Year 2

Mathematics presentation:

Children work in squared books or squared paper (1cm x 1cm). Work is always in pencil and mistakes crossed out with a single line, or erasers may be used at the teacher's discretion. The children date their own work in Mathematics using the short date format, as above.

English presentation:

Children use 15 mm lined paper and work only in pencil. Erasers may be used under teacher supervision, or by the teacher for the child. The long date is used, for example Wednesday 3rd January 2019.

Presentation Guidelines for the Prep Department

How to present your work in Years 3 and 4

1. Use a *sharp* pencil for all work you complete.
2. Write the date next to the margin on the top line and *underline using a ruler*. Leave a line. The title should then be written in the centre on the next line and underlined.
3. Always number any questions or answers clearly in the margin.
4. Write labels horizontally and clearly, drawing lines and arrows using a ruler.

5. Complete any colouring neatly using coloured pencils. Do not use felt tip pens unless instructed.
6. Mistakes in pencil should be rubbed out using an eraser. When you start writing in ink pen, mistakes should be crossed out in pencil using a ruler.
7. Where there is sufficient space left on a page, rule off after your last piece of work and start on the following line.
8. Always take a pride in your work.

How to present your work in Years 5 and 6

1. Use a *sharp* pencil for drawing, drafting and work in your Mathematics book.
2. Write in blue ink for neat copies and final drafts (excluding Mathematics). *Do not use ballpoint pen.*
3. Write the date next to the margin on the top line and *underline using a ruler*. The title should then be written in the centre of the next line and underlined.
4. Always number any questions or answers clearly in the margin. Leave a line between questions.
5. Write labels horizontally and clearly, drawing lines and arrows using a ruler.
6. Complete any colouring neatly using coloured pencils. Do not use felt tip pens unless instructed.
7. Mistakes in pencil should be rubbed out using an eraser.
8. Where there is sufficient space left on a page, rule off after your last piece of work and start on the following line.
9. Always take a pride in your work.